Members Present: **Spadoni College of Education** – Krystal Curry, Austin Hitt. Jeremy Dickerson; **Edwards College of Humanities and Fine Arts** – Tripthi Pillai, Joe Oestreich, Brian Nance; **Wall College of Business Administration** – Arlise McKinney, Janice Black, Greg Krippel; **College of Science** – Julianna Harding, John Hutchens. Colleen McGlone; **Registrar** – Dan Lawless; **Director of Graduate Studies** – James Luken; **Faculty Senate** – Richard Viso; **Kimbel Library** – Judith Nagata

Absent: **Spadoni College of Education** – Suzanne Horn; **Wall College of Business** – John Mortimer; **Edwards College of Humanities and Fine Arts** – Amanda Brian

The meeting was called to order by Dr. James Luken at 11:45 a.m. in the Board Room (#164), College of Humanities & Fine Arts

**Old Business:**
A. **Approval of March 1, 2017 Graduate Council Minutes**
   Minutes were approved by Graduate Council

B. **Graduate Studies Office Move**
   The Office of Graduate Studies has moved to Baxley Hall, Room 223.

C. **Student Survey**
   The student survey has completed. We are waiting on the results which will be shared with the Dean of each college. If you are interested, check with your dean.

**New Business**

A. **Spadoni College of Education**
   a. **Proposal for Change in Graduate Course**
      EDIT 720 Psychology of Instructional Technology
      **Change title to:**
      EDIT 720 Theories of Learning with Instructional Technology
      Change approved by Graduate Council

   b. **Proposal for Change Pre-requisites**
      Remove EDIT 604 pre-requisite from following courses:
      EDIT 610, EDIT 620, EDIT 630, EDIT 640, EDIT 650, EDIT 660
      Change approved by Graduate Council

   c. **Proposal for Change in Course Descriptions**
      1. **EDIT 604 Change description to:**
         EDIT 640 Instructional Video Production. (3) This course explores various models of instructional storytelling to create effective teaching and training videos for educational and professional settings. Students will improve their technical understanding of video production tools, concepts and workflows as they apply instructional design skills to visualize specific instructional messages. The course presents best practices in production planning, storyboarding, script writing, set design, talent management, camera operation, shot composition, audio capture, lighting design, continuity editing, accessibility features and digital deployment. Course assessment includes quizzes, homework exercises and a final project video produced for a specific clinical audience. F

   2. **EDIT 720 Change title to:**
      EDIT 720 Theories of Learning with Instructional Technology
      Change approved by Graduate Council
2. **EDIT 610 Change description to:**
   EDIT 610 Instructional Design and Technology Integration. (3) This course introduces seminal models of instructional design within the context of planning effective learning materials and experiences supported by technology for education and training environments. Research-based best practices in technology integration are carefully analyzed, as well as strategies for evaluating instructional technologies and materials, including those that are designed to meet the needs of diverse learners. Students conduct literature reviews of current topics in the field. SU

3. **EDIT 620 Change description to:**
   EDIT 620 Technology Planning and Management. (3) This course explores theories and strategies for planning and managing instructional technology resources at the classroom-level using essential project management workflows that emphasize technology evaluation, acquisition, installation, operation, administration and maintenance. The course utilizes a gap analysis framework to apply mixed-methods (quantitative and qualitative) research techniques to analyze current and desired technological needs and conditions. Students collect and analyze this data within the context of published literature and write a detailed summary report.

4. **EDIT 630 Change description to:**
   EDIT 630 Development of Instructional Multimedia. (3) This course explores the application of research-grounded design principles to the development of multimedia learning objects for professional settings. Students will improve understanding of modern authoring tools, concepts and workflows as they produce graphic, audio, video, screencast and animation materials that meet rigorous evaluation criteria derived from modern learning theories. The course also analyzes legal and ethical issues relevant to multimedia development and presents practical strategies for compliance with current accessibility and copyright laws. Course assessment includes quizzes, homework exercises and a final project developed for a specific clinical audience.

5. **EDIT 640 Change description to:**
   EDIT 640 Instructional Video Production. (3) This course explores various models of instructional storytelling to create effective teaching and training videos for educational and professional settings. Students will improve their technical understanding of video production tools, concepts and workflows as they apply instructional design skills to visualize specific instructional messages. The course presents best practices in production planning, storyboarding, script writing, set design, talent management, camera operation, shot composition, audio capture, lighting design, continuity editing, accessibility features and digital deployment. Course assessment includes quizzes, homework exercises and a final project video produced for a specific clinical audience.

6. **EDIT 650 Change description to:**
   EDIT 650 Teaching and Learning Online. (3) This course explores various theories and best practices for the design, development, and implementation of online instruction for blended and distance-based applications. Students will design effective online formative and summative assessment strategies for evaluating student learning, select and build instructional content to meet the need of students with different learning styles, demonstrate proficiency utilizing web production tools to develop online instructional environments, utilize effective online teaching strategies and technology tools to promote communication and collaboration, use information resources for effective online teaching, use diverse instructional strategies, reflect on their course experience, and offer suggestions for online course improvement. Course assessment includes quizzes, forum discussions, and homework assignments.

7. **EDIT 660 Change description to:**
   EDIT 660 Advanced Online Teaching. (3) (Prereq: EDIT 650) This course further explores a variety of activities to create a sense of presence and to engage online learners. Students will understand and reflect on the significance of building community in virtual environments, utilize online tools to promote communication and collaboration, identify and develop strategies for building community online, address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources, develop content specific instructional strategies for various asynchronous and synchronous online teaching tools, develop additional strategies to differentiate instruction (i.e. learning styles, adaptive/assistive technologies, pacing, supplemental activities and remediation.), create and deliver lessons suitable for asynchronous and synchronous delivery that use appropriate and effective multimedia design elements, and develop strategies for involving, communicating, and connecting with diverse students. Course assessment includes forum discussions, homework assignments, and a group project.

8. **EDIT 670 Change description to:**
   EDIT 670 Educational Games and Simulations. (3) This course introduces theories and strategies supporting the use of educational games, simulations, and virtual environments to improve learner performance and engagement in education and training settings. A variety of tools and methodologies for building, implementing and evaluating website and mobile gaming models will be explored. Students will analyze research literature to identify key characteristics of games and simulations, promote learner reflection using collaborative game tools to clarify learners’ conceptual understanding and thinking, incorporate game tools to promote learning and creativity, utilize game tools to address the diverse needs of all learners, analyze and apply instructional game and simulation theories to games developed in class, analyze commercial games and simulations to identify key characteristics and technical, practical, and pedagogical limitations; develop game evaluation rubrics, and collaborate with others using game tools and
9. **EDIT 677 Change description to:**
EDIT 677 Assessment Technology and Learning Analytics. (3) This course examines technologically supported strategies for designing effective assessments to inform instructional decisions and improve learner performance. Students will explore evidence-based practices for developing formative and summative digital assessments that optimize feedback systems, promote academic integrity and personalize learning. Course assessment includes quizzes, homework exercises and an action research project that requires students to deliver an instructional technology innovation and collect and analyze data to determine its impact on target learners in a clinical setting. F

10. **EDIT 680 Change description to:**
EDIT 680 Special Topics in Instructional Technology Curricula. (3) This course examines emerging instructional technologies and associated trends, issues, research, theories and practices that impact education and training settings. Designed as a real-world analytical experience, the course uses a problem-based framework that requires students to identify technological barriers and problematic issues in specific instructional contexts, review evidence-based practices in the scholarly literature, evaluate potential instructional technology solutions, and propose potential implementation processes. The course emphasizes just-in-time training, product-impact analysis and organizational change theory as essential applied models. Students conduct literature reviews and administer surveys to collect and analyze data to articulate informed solutions. F, S

11. **EDIT 690 Change description to:**
EDIT 690 Seminar in Instructional Technology. (3) (Prereq: EDIT 610, 630, 640, 650) This course requires two capstone experiences for program candidates in their final semester – 1) 30 hours of supervised clinical experiences in instructional technology leadership where students collaborate with decision-makers to design, develop, implement, manage and evaluate instructional technology training for adult professionals in approved placements. 2) The development of an online portfolio documenting mastery of all content, pedagogical, technical and professional knowledge targeted in the program goals. F, S

12. **EDIT 700 Change description to:**
EDIT 700 Principles of Instructional Design. (3) This course introduces the instructional systems design (ISD) model for education and training contexts, with emphasis on the delineation and alignment of instructional goals, teaching methodologies and evaluation techniques. Students develop mastery of the instructional design process, analyze the role of the systematic design of instruction within the context of teaching and training processes and relate this knowledge to their educational profession or other related instructional setting. The course culminates with in-depth curriculum analyses requiring students to research and design instructional technology training for adult professionals in approved placements. This course emphasizes just-in-time training, product-impact analysis and organizational change theory as essential applied models. Students conduct literature reviews and administer surveys to collect and analyze data to articulate informed solutions. F, S

13. **EDIT 704 Change description to:**
EDIT 704 Technology in Curricula. (3) This course presents methods and techniques for designing, developing, implementing and evaluating instruction across various curricula aligned to specific content and technology standards. Students design and re-design technology integrated curricula to improve learner performance for specific instructional contexts, including meeting the needs of diverse populations. F

14. **EDIT 710 Change description to:**
EDIT 710 Instructional Technology Tools. (3) This course surveys popular and emerging technology applications and devices to design innovative learning experiences for various instructional contexts, including traditional, online and blended frameworks. Students will explore research-based best practices in the utilization of technology to support instructional design, classroom management, collaborative learning, communication with local and global audiences, technical troubleshooting of digital resources, as well as strategies to promote equitable, safe, legal and ethical use of digital information and technologies. Course assessment includes forum discussions, video tutorial productions, online resource management, and a project. F

15. **EDIT 720 Change description to:**
EDIT 720 Theories of Learning with Instructional Technology. (3) This course introduces major theories and principles of human learning and development relevant to the utilization of instructional technology. Students develop deep understanding of how to apply research-based findings in cognitive science to guide the design, development and implementation of multimedia instruction to support the diverse needs, interests and abilities of all learners to engage digital materials and experiences that emphasize creativity and higher-order thinking skills. Students will also explore motivational models of instructional design, as well as evaluate and reflect critically on instructional technology products applied in various education or training settings. Course assessment includes forum discussions, annotated bibliography reflections, and analytical papers. S
16. **EDIT 740 Change description to:**
EDIT 740 Design and Development I. (3) This course challenges students to apply research-based instructional design principles and learning theories to develop effective digital learning objects that address real-world needs of professionals in traditional, online and blended educational settings. Students will utilize digital authoring tools and workflows to create meaningful multimedia resources for integration in interactive instructional systems. The course also reviews legal and ethical issues relevant to learning object development, including practical strategies to promote digital equity and comply with current accessibility and copyright laws. Course assessment includes quizzes, homework exercises and a final project developed for a specific clinical audience. SU

17. **EDIT 750 Change description to:**
EDIT 750 Design and Development II. (3) This course analyzes best practices in learning interaction design to create complex instructional systems using advanced professional authoring tools for delivery in online and blended educational settings. Students build visual mockups that apply theoretical principles of interface and user experience (UX) design to develop creative and interactive prototypes that maximize engagement, stimulate higher order thinking, and improve learner performance. Responsive design strategies and advanced deployment techniques to enhance fidelity and equity across learner devices are also explored. Course assessment includes quizzes, homework exercises and a final project developed for a specific clinical audience. SU

18. **EDIT 760 Change description to:**
EDIT 760 Instructional Technology Leadership. (3) This course explores research, theory and models of technology resource management from a building-level or district-level perspective, including facilities, personnel, financing, acquisition, development, policy and training. The course utilizes a gap analysis framework to apply mixed-methods (quantitative and qualitative) research techniques to analyze the current and desired technological needs and conditions of a targeted site. Students collect and analyze these data within the context of published literature and write a detailed white paper with specific recommendations for key decision constituents. SU

19. **EDIT 770 Change description to:**
EDIT 770 Field Experiences in Instructional Technology. (3) This course requires 30 hours of supervised clinical experiences in instructional technology leadership. Students engage in field-based design, development, implementation, management and evaluation of instructional technology initiatives in approved professional placements, serving as instructional technology consultants responsible for collaborating with decision-makers to conduct needs analyses and guide the design, development and implementation of instructional technology initiatives that address real-world problems or opportunities for adult learners. Students are expected to collect, analyze and interpret data to evaluate performance. Course assessment includes reflective blog entries, edited videos and a final report detailing evidence of impact and plans for continuous improvement. F

20. **EDIT 780 Change description to:**
EDIT 780 Seminar in Instructional Technology. (3) This course provides students with capstone experiences cultivating mastery of content, pedagogical, technical and professional knowledge targeted in all program goals and evidenced by three major assessments - a comprehensive exam, an online professional portfolio, and an instructional technology research project aligned to specific ISTE NETS standards. F, S

**B. College of Science**

a. **Request for change in Pre-requisites in a course**
CSCU 575 Decision Support Systems – Change pre-req From CSCI 203 or CSCI 220 TO Admission to MSIST or CSCI 2033 or CSCI 220.

Request tabled-no representation to present

b. **Request change in Graduate CMWS Program**
1. Change number of credits from 30 to 36
2. Remove CMWS 697, CMWS 698, and CMWS 699 from required courses
3. Add CMSS 609 as required course. Repeatable multiple times.

Following these changes, the CMWS degree will consist of two options including 1) thesis and research and 2) non-thesis. The newly developed non-thesis option will be able to encompass the existing internship option and will resolve the problem of perceived inequality of effort required (thesis vs. internship) to complete the CMWS degree. The degree options would appear in the attached catalog description.

Development of this option will lead to:
1. Development of content specific concentration areas (e.g. environmental chemistry, environmental fluids, environmental geoscience)
2. Increased opportunity for CCU faculty to participate in mentorship of graduate students.
3. Increased opportunities for students to enter the program and pursue a degree designed to meet their specific interests and prepare them for the workforce.
4. Opportunity to admit a broader spectrum of applicants to the CMWS program, thereby increasing enrollment.
5. Opportunities to develop experiential summer courses that could reduce the time required to complete the degree to 1.5 years.


The Coastal Accelerated Integrated Marine Science (Coastal AIMS) Plan offers a comprehensive plan for highly motivated students to complete all coursework requirements for both the B.S. in Marine Science and the M.S. in Coastal Marine and Wetland Studies within five years. Highly motivated students would enroll in above-average course loads during their first three years of study, enabling them to take up to 12 graduate credits via the Transitional Study program during their fourth year. Students applying to the AIMS Plan must maintain a minimum cumulative undergraduate GPA of 3.0, and earn an average GPA of 3.0 or better in the 300-level MSCI core courses. At the completion of at least 90 undergraduate credits, students accepted into the AIMS Plan will apply for conditional acceptance into the CMWS program. GRE scores and the application fee will be waived for this application, which will require two letters of recommendation from CCU Graduate Faculty and a written commitment from a Graduate Faculty member to serve as the student’s M.S. advisor. Full acceptance to the CMWS program will occur at the completion of the B.S. degree requirements and fulfillment of the above-listed academic standards. In addition to offering an expedited pathway to both the B.S. and M.S. degrees, students in the AIMS Plan may earn waivers for up to two graduate core courses.

Changes approved by Graduate Council

C. College of Humanities and Fine Arts

a. Request for Change in Admission Requirement

The MA in Writing program would like to change its application requirements to include a two-page statement of interest. The statement was always a requirement, but applicants were previously prompted on the CCU Graduate Study admissions form to write the statement. The current Perceptive-based application does not include a prompt for a written statement, so we are making it a requirement that students send along a written statement as one of their supporting documents.

b. Request for Approval of New Course

MALS 697 Internship (1-6) (Prereq: Permission of advisor and instructor)
The guided internship requires 40 hours of on-site work per credit hour, responses to reading assignments relevant to the internship, and a final paper. The purpose of the course is to provide graduate students enrolled in the Master of Arts in Liberal Studies (MALS) program with practical opportunities to apply their knowledge and skills, to introduce them to local and regional employers in their field of interest and study, and to enhance networking opportunities. The course may be repeated under different topics chosen to address students’ needs for up to 6 credit hours. Six credit hours of this course may be applied to elective credit hours. F, S, M, SU

Changes approved by Graduate Council

D. Wall College of Business

a. Request for Approval of New Courses

MBA 618 People Management (3) (Prereq: Admission to approved graduate program)
The course focuses on the practice of managing talent by identifying and providing support for employees at the personal and organizational level. Emphasis will be on preparing students for roles as organizational managers and addressing associated people management challenges. This course examine staffing, training and development, employee relations and retention, and personal development plans.

MBA 628 Investment Portfolio Management (3) (Prereq: MBA 620) Students will learn a conceptual and analytical framework for formulating investment policies and constructing portfolios.

Courses approved by Graduate Council
E. OPEN

Meeting adjourned 1:15 p.m.